

DOCUMENT RESUME

ED 373 579

FL 022 430

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TITLE Enhancement of Learning through an Integrated Teaching Environment (Project ELITE) Special Alternative Instruction Program. Final Evaluation Report, 1992-93. OER Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Educational Research.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 13 Sep 93
CONTRACT T003E10041
NOTE 51p.
AVAILABLE FROM Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Attendance Patterns; *Bilingual Education Programs; *Career Counseling; Dropout Prevention; *English (Second Language); Guidance Programs; High Schools; Information Dissemination; Inservice Teacher Education; Internship Programs; *Limited English Speaking; Mathematics Instruction; Multicultural Education; Parent Education; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Staff Development

ABSTRACT

Enhancement of Learning through an Integrated Teaching Environment (Project ELITE), a federally-funded bilingual education program, served 233 students of limited English proficiency in two high schools in Queens (New York) in its second year of operation. Participating students received instruction in English as a Second Language (ESL), mathematics, science, and social studies. The project also offered students occupational information, guidance, and an internship program. Staff development activities included individual training for new teachers, workshops, training sessions, monthly meetings, and conference attendance. Parent involvement activities included ESL instruction, multilingual education, parenting classes, and informational meetings held in English, Chinese, Korean, and Spanish. The project met all its objectives in ESL, content areas, dropout prevention, career orientation and counseling, attendance, staff development, and parent involvement. Recommendations for program improvement include grouping project students in a limited number of official classes to facilitate project-related communication, and stimulating parent attendance at ESL classes at one site. (MSE)

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ED 373 579



OER Report

Enhancement of Learning through an Integrated
Teaching Environment
(Project ELITE)

Special Alternative Instruction Program

Grant Number: T003E10041

FINAL EVALUATION REPORT

1992-93

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Enhancement of Learning through an Integrated
Teaching Environment
(Project ELITE)
Special Alternative Instruction Program
Grant Number: TOO3E10041
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Enhancement of Learning through an Integrated Teaching Environment, (Project ELITE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year of operation at Benjamin N. Cardozo and John Bowne High Schools in Queens. The project served 233 students of limited English proficiency (LEP) who had attended an English-speaking school-system for less than 2.5 years.

Participating students received instruction in English as a second language (E.S.L.) and the content areas of mathematics, science, and social studies. The project also offered students occupational information, guidance, and an internship program.

Staff development activities included one-on-one training for new teachers as well as workshops, training sessions, and monthly meetings for project staff and teachers of participating students. Staff attended such conferences as Teachers of English to Speakers of Other Languages (TESOL) and had access to a resource center.

Parental involvement activities included E.S.L., multicultural education, parenting classes, and informational meetings held in English, Chinese, Korean, and Spanish.

The project met all its objectives: E.S.L., the content areas, dropout prevention, career orientation and counseling, attendance, staff development, and parent involvement.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Group together project students in a limited number of official classes in order to facilitate project-related communication.
- Stimulate parent attendance at the E.S.L. classes at Benjamin N. Cardozo High School.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Despina Ventouratos for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Enhancement of Learning Through an Integrated Learning Environment (Project ELITE). The project was in its second year of operation.

PROJECT CONTEXT

Project ELITE operated at Benjamin N. Cardozo and John Bowne High Schools in Queens. The population of the surrounding communities was mostly European-American, Asian-American, and Latino.

Of the 3,510 students enrolled in Benjamin N. Cardozo High School in the year under review, 48.7 percent (1,707) were European-American, 28.9 percent (1,014) Asian-American, 12.7 percent (447) African-American, and 9.7 percent (342) Latino. Of these students, 6.2 percent were of limited English proficiency (LEP), and 11.6 percent came from low-income families, as indicated by their eligibility for the free-lunch program.

Benjamin N. Cardozo High School, a sprawling, well-maintained school, was clean and bright and had student work in evidence in the halls and classrooms. Numerous notices for student-centered school events were posted in many languages.

Of the 3,031 students registered at John Bowne High School, 44.0 percent (1,335) were Latino, 23.1 percent (701) Asian-American, 19.8 percent (599) African-American, and 13.1 percent (396) European-American. Of these students, 29 percent were LEP, and 37 percent came from low-income families.

John Bowne High School was housed in a huge, relatively new building.

Classrooms were big and well-maintained. Student work was displayed, and bulletin boards in the halls were filled with notices for upcoming activities and also had pictures of past activities.

STUDENT CHARACTERISTICS

Project ELITE served a total of 233 LEP students in grades nine through twelve. (See Table 1.) Male students numbered 94 (40.3 percent) and female 139 (59.7 percent). LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Participants were selected after a review of their academic records and upon recommendation of a teacher, administrator, or guidance counselor. At Benjamin N. Cardozo High School, students interested in work internships and students whose language group was represented by fewer than five students were given preference.

TABLE 1
Number of Students in Project ELITE

Site	9	10	11	12	Total
Benjamin N. Cardozo High School	8	17	30	45	100
John Bowne High School	8	29	54	42	133
Total	16	46	84	87	233

The largest numbers of participants were born in Taiwan (19.7 percent) and Korea (18.9 percent). (See Table 2 for students' countries of origin.) Almost 99 percent of the participants came from low-income families and were eligible for free lunch.

TABLE 2
Students' Countries of Origin

Country	Number of Students
Taiwan	46
Korea	44
Afghanistan	24
China	23
Pakistan	19
India	16
Hong Kong	12
Haiti	4
Iran	4
Russia	3
Vietnam	3
Colombia	2
Barbados	1
Burma	1
Dominican Republic	1
El Salvador	1
Greece	1
Italy	1
Kuwait	1
Nicaragua	1
United States	1
Yugoslavia	1
Unreported	23
Total	233

Needs Assessment

Before implementing the project, staff conducted a needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained revealed six primary needs: (1) to develop English literacy skills in students; (2) to provide students with an understanding of how increased academic performance and career education lead to career attainment; (3) to increase LEP student enrollment in advanced content area courses, particularly mathematics and science; (4) to prepare LEP students for the psychosocial dimensions of work; (5) to encourage parents, teachers, and students to work together toward the common goal of improved student performance; and (6) at John Bowne High School, to serve students not previously served because of the limited number of speakers of their native language.

PROJECT OBJECTIVES

Student Objectives

- Seventy-five percent of the target students will demonstrate an appropriate increase in English language proficiency as indicated by significant improvement at the .05 level of statistical significance when results are analyzed using a correlated t-test.
- At least 70 percent of the students enrolled in all E.S.L. based content area classes (science, social studies, mathematics) will score at or above the passing criterion of 65.
- By the end of the second year, the Career Resource Specialist will have developed apprenticeships/internships at five or more sites.
- The program will organize at least one career conference with representatives from eight major career fields.

- As a result of participating in the program, 75 percent of participating students will show a significant improvement in occupational aspiration.
- Program students will have a significantly lower dropout rate than similar non-program students.
- As a result of participating in the program, project student attendance will be significantly higher than that of mainstream students.

Staff Development Objective

- By the end of the second year of the project, 80 percent of project staff members will participate in 80 percent of the teacher training conferences and workshops.

Parental Involvement Objectives

- Parents of students who participate in the project will show an attendance rate at open school visitation equal to or greater than that of mainstream parents.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project ELITE provided instructional and support services to 233 LEP students and their families, a decrease of 16 from the previous year. The project's main goals were to develop English language skills; enhance students' education and interest in the content areas of mathematics, science, and social studies; and promote understanding of the interrelationship of the content areas and occupations, economics, technology, and culture. Project ELITE provided support services and sought to prepare students for the psychosocial dimensions of work by providing participating students with opportunities for part-time supervised employment, volunteer work, and/or internship experiences in a variety of career fields.

Project ELITE sought to involve parents in their children's education by encouraging their participation in project activities, parent training classes, and such mainstream activities as the Parents Advisory Council (PAC) and the Parent-Teacher Association (P.T.A.).

The project provided staff training conferences and workshops as well as curriculum development activities.

Materials, Method, and Techniques

Students at Benjamin N. Cardozo High School received English as a second language (E.S.L.) instruction at the beginning, intermediate, and advanced levels. At John Bowne High School, project students received instruction at the beginning, intermediate, advanced, and transitional levels. Teachers of Project ELITE students used a wide array of strategies and techniques to aid student learning. Instructional strategies for E.S.L. included cooperative learning, the whole language approach, peer tutoring, and the writing process. Content area classes were taught with an E.S.L. approach. Instructional strategies in these areas included the use of sheltered English, cooperative learning, computer-assisted instruction (C.A.I.), and individual as well as group peer tutoring. Each site had a multicultural resource center which housed materials, resources, and computers for use by project staff and students.

Project ELITE organized student internships and volunteer work assignments. The project provided field trips to John F. Kennedy Airport, Washington D.C., training centers and colleges for career orientation activities. The project also sponsored a career fair, workshops, and speakers on career topics, and organized a career-

oriented resource library. Project ELITE offered informal academic, social, and personal counseling. An International Interpreters Squad was formed to translate for parents and students as needed.

The project developed an advanced E.S.L. mathematics course at Benjamin N. Cardozo High School. Project staff adapted a series of E.S.L. stories, a Cognitive Academic Language Learning Approach (CALLA) guide for social studies, and a series of lesson plan activities for a career education course for E.S.L. students in the spring.

Project ELITE students and staff produced and disseminated a newsletter for students, parents, and staff with information on past and future project activities as well as samples of student work.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

In 1993-94, tax levy will partially fund the salaries of the resource teacher and the paraprofessional at John Bowne High School. Tax-levy funds will pay the salary of the educational assistant and will cover costs for textbooks, supplies, photocopying, telephone calls, and trips at Benjamin N. Cardozo High School.

Staff Qualifications

Title VII staff. Title VII partially funded the project director and two resource teachers and fully funded an educational assistant who worked at both sites during the fall semester. A Title VII-funded paraprofessional was added to the staff at John Bowne High School in the spring, and the educational assistant at Cardozo High

School was then paid by tax-levy funds. For a full description of degrees held and language proficiencies (teaching or communicative*) of these staff members see Table 3.

TABLE 3
Project Staff Qualifications

Position Title	Degree(s)	Language Competence (TP/CP)
Project Director	M.S.	Spanish (TP)
Resource Teacher	M.S.	French (TP), Spanish (CP)
Resource Teacher	M.S.	--
Educational Assistant	A.A. + 39 Credits	Korean (N.S. ^a)
Paraprofessional	M.A.	Chinese (N.S.)

^aN.S. = Native speaker

The project director's responsibilities included guiding project staff, supervising the development of curricular materials, conducting staff development workshops, collecting data, preparing reports, monitoring the project budget, planning PAC activities, and eliciting community support.

The resource teachers' responsibilities included providing cultural activities and career guidance for students, choosing classroom materials, supervising the resource room and peer tutoring activities, advising students about college,

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

administering vocational tests, developing a computer-based job bank, developing internships, infusing career concepts into the curriculum, providing resources to teachers, and assisting the project director.

The educational assistant's and paraprofessional's responsibilities included assisting teachers, administering tests to students and reviewing results with them, translating materials, tutoring, and assisting with curriculum development and trip planning.

Other staff. Tax levy and other funds paid the salaries of 47 teachers, 4 paraprofessionals, 4 grade advisors, 3 guidance counselors, a department chairperson, and 2 assistant principals. All teachers held appropriate certification for the areas in which they taught. For a full description of degrees held and language competencies, see Table 4.

Staff development. Staff development activities included workshops and training sessions on teaching strategies, lesson planning, and general pedagogical issues. The project director, resource teachers, and the assistant principals provided the training. New teachers received one-on-one instruction. All teachers attended monthly faculty and departmental meetings and conferences. Project funds paid for two staff development days at each site, and tax-levy and other funds covered the rest of the training expenses. Project ELITE staff and teachers of participating students attended a number of conferences, including the New York State Association for Bilingual Education (SABE), the National Association for Bilingual Education (NABE), and Teaching English to Speakers of Other Languages (TESOL).

TABLE 4
Qualifications of Non-Title VII Staff

Position Title	Degree(s)	Language Competence
47 Teachers	41 Master's 2 Bachelor's 1 Ph.D. 3 P.D.	Spanish 3 TP, 2 CP French 2 TP, 5 CP Chinese 3 TP Italian 1 TP, 1 CP German 1 TP Arabic 1 CP Hebrew 1 CP Wolof 1 CP
4 Grade Advisors	4 Master's	French 1 CP Spanish 1 TP, 1 CP Yiddish 1 CP Italian 1 TP
3 Guidance Counselors	2 Master's 1 P.D.	Spanish 1 TP, 2 CP
2 Assistant Principals	2 Master's	French, German, Hebrew, Hungarian, Spanish, Yiddish 1 TP
1 Department Chairperson	1 Master's	--
4 Paraprofessionals	1 Associate's 2 Bachelor's 1 Master's	Spanish 2 Farsi 1

Teachers had access to a resource center where they could borrow materials appropriate for classroom use with project students.

Staff members (two paraprofessionals, nine bilingual teachers, four E.S.L. teachers, and one resource teacher) took college courses at their own expense.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules. The project director reported that participating students were divided among 12 different official classes, which made project-related communication and dissemination of information difficult.

Length of Time Participants Received Instruction

Students had a mean of 8.3 years (s.d.=2.0) of education in a non-English-speaking school system and 2.2 years (s.d.=1.4) of education in the United States. The median time students participated in Project ELITE was 20 months.

Activities to Improve Pre-referral Evaluation Procedures

Teachers and other school staff identified project students with severe academic or social problems and referred them to the resource teacher. The resource teacher interviewed the student, consulted the student's advisor, and referred the student to a guidance counselor, who, when deemed necessary, referred the student to the School-Based Support Team (S.B.S.T.) for evaluation. As there were no bilingual members on the S.B.S.T. at Benjamin N. Cardozo High School, the project's International Interpreters Squad helped out as needed. At John Bowne High School, the S.B.S.T. included a bilingual psychologist and a social worker. The project did not provide information about what particular languages these S.B.S.T. members spoke.

Students who were gifted and talented were identified by their records or their performance and were enrolled in honor classes. The project also provided these students with incentives such as contests and offered them the chance to become tutors, service aides, and interns.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project provided classes in E.S.L., multiculturalism, and parenting skills to parents. The project director reported that although these classes were productive, the parental attendance rate at Benjamin N. Cardozo High School was low. Project ELITE also conducted meetings on graduation requirements, financial aid, and summer jobs for students. Meetings were held in English, Chinese, Korean, and Spanish.

Project ELITE provided translators from the International Interpreters Squad for parents attending Open School Day/Evening and all other school functions. This service encouraged parents to participate in mainstream events, such as meetings of the PAC. In many cases, project staff transported parents who would not have been able to attend activities otherwise. Parents were invited to all project trips and activities, including career and college fairs. During the 1992-93 school year, about 90 percent of project parents met with project staff to discuss students' academic progress and other matters that needed attention.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth of English skills in populations similar to those served by Project ELITE.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The content area objective in mathematics, science, and social studies

was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the occupational aspiration objective, OREA developed a Likert-type questionnaire which project personnel administered to all participating students.

(See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews, with the project director several times during the school year, and also observed two classes on each of two site visits. The project evaluator

collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB scores. The *t*-test determined whether the

difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

With the exception of some curriculum development activities, Project ELITE carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to improve and develop their English language skills.

In an advanced E.S.L. lesson observed by an OREA evaluation consultant, the class was working on poetry. At the beginning of the lesson, students took turns reading poems they had written previously. (Each student had a poetry/literature portfolio which was used for assessment in this area.) Students were attentive and appreciative of each other's work. The teacher guided the lesson, but basically let the students discuss the poems freely.

The class then worked on *The Highwayman* by Alfred Noyes. The teacher first put some vocabulary words on the board, defined them, and used them in sentences. The teacher began reading the poem to establish its rhythm and tone, and each student then read a stanza. The period ended after the class analyzed the poem for both language and content. Students made many astute observations, and it was apparent that the poem had come alive for them.

Another advanced E.S.L. class observed by the evaluation consultant focused on grammar. The students first made oral reports on books they had read. The teacher did not correct grammatical errors, focusing instead on content. For the

second part of the lesson, the teacher modeled some examples and asked students to read model dialogues, for which other students made up questions.

The project posed one objective for English as a second language:

- Seventy-five percent of the target students will demonstrate an appropriate increase in English language proficiency as indicated by significant improvement at the .05 level of statistical significance when results are analyzed using a correlated t-test.

There were complete pre- and posttest scores on the LAB for 199 students from grades nine through twelve. (See Table 5.) The mean gain of 9.7 N.C.E.s (s.d. = 10.4) was statistically significant ($p < .05$). Overall, 76.4 percent of the students showed an increase from pre- to posttest.

The project met its E.S.L. objective, as it had the previous year.

LEP Participants' Academic Achievement

All content area classes were taught in English with an E.S.L. approach.

The OREA evaluation consultant observed an advanced lesson in social studies. The class was working on slavery, specifically the Dred Scott case. The teacher first addressed the issues of ownership of property by asking students the question, "If you take your car to New Jersey, is it still yours?" She then went on to talk about human beings as property. Then she distributed a handout with a description of the Dred Scott case. The teacher selected students to read one paragraph each from the handout. Simultaneously, the teacher asked questions on the issues involved. As a final activity, the teacher divided the class into slave owners and abolitionists and asked each group to look through the text of the case and present arguments for their side.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery

High School	Total number of project students	Number of students for whom data were available	<u>Pretest</u>		<u>Posttest</u>		<u>Difference</u>		t value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Benjamin Cardozo	100	84	18.1	11.7	26.5	15.6	8.4	10.3	7.43*
John Bowne	133	115	16.7	12.8	27.3	17.7	10.6	10.43	10.92*
Total	233	199	17.3	12.3	27.0	16.8	9.7	10.4	13.09*

* $p < .05$

- At both sites and overall, students showed significant gains on the LAB.

The evaluation consultant observed a class in business practices. The teacher had collaborated with the teacher of a preceding class, and the students had written cover letters for resumes in the first class that they were typing in this class. The teacher went over a few vocabulary words as needed. This was a very practical lesson, as the students were preparing to apply for job opportunities identified by the project.

Project ELITE proposed one content area objective:

- At least 70 percent of the students enrolled in all E.S.L.-based content area classes (science, social studies, mathematics) will score at or above the passing criterion of 65.

In all content areas and at all grade levels, over 80 percent of the students received passing grades. (See Table 6.)

Project ELITE met its objective for content area subjects, as it had done last year.

Career Orientation and Counseling

The project did not propose an objective for career orientation and counseling this year. Seniors met with their college counselor for advisement at least four times a year. They attended college fairs twice a year. Representatives from the State University of New York (SUNY) and the City University of New York (CUNY) visited a number of English, E.S.L., and social studies classrooms.

The project posed one objective for the development of internships/apprenticeships:

- By the end of the second year, the Career Resource Specialist will have developed apprenticeships/internships at five or more sites.

TABLE 6

Passing Grades in Content Area Courses, by Site

High School	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Benjamin N. Cardozo	Mathematics	97	90.7	87	88.5
	Science	67	98.5	60	95.0
	Social Studies	97	96.9	76	94.7
John Bowne	Mathematics	114	80.7	107	88.8
	Science	102	89.2	101	98.0
	Social Studies	121	95.0	115	95.7

- In both semesters and at both sites, over 80 percent of the project students passed all content area subjects.

The career and resource specialists provided students with the opportunity to work in over 50 apprenticeships or internships at hospitals, libraries, schools, or restaurants. In the year under review, over ten apprenticeship/internship sites were added to the project list.

The project met its internship/apprenticeship objective, as it had the previous year.

Project ELITE had one objective for the organization of a career conference:

- The program will organize at least one career conference with representatives from eight major career fields.

The project organized career fairs for students with representatives from more than eight career fields, including pharmacy, nursing, arts/theater, computers, education/teaching, banking, the media, accounting, telephone communications, the airline industry, hotel management, advertising, and law enforcement.

As it did last year, the project met its career conference objective.

The project posed one objective for the improvement of occupational aspirations:

- As a result of participating in the program 75 percent of participating students will show a significant improvement in occupational aspiration.

OREA developed a Likert scale to assess the improvement of occupational aspirations. Of the 180 student responses, 157 (87.2 percent) indicated that their occupational aspirations had improved.

The project met its objective for the improvement of occupational aspirations. Last year, the project failed to meet this objective.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project mainstreamed two students at Benjamin N. Cardozo High School last year. The project did not monitor their progress.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Grade Retention

Project ELITE did not propose any objectives for grade retention. As was the case last year, none of the participating students were retained in grade.

Dropout Prevention

The project posed one objective for dropout prevention:

- Program students will have a significantly lower dropout rate than similar non-program students.

At Benjamin N. Cardozo High School, no participating students dropped out; the mainstream dropout rate was 2.7 percent. At John Bowne High School, the dropout rate for project students was 0.8 percent (1 student); the dropout rate for mainstream students was 3.6 percent.

The project met its objective for dropout prevention, as it had done the previous year. Last year, no project students had dropped out.

Attendance

The project provided many services and incentives to maintain high student interest and thus increase attendance. Students were kept well informed of all project services and activities, to help them bond with the program. If a student was having attendance problems, teachers referred that student to the resource teacher,

who then worked with the guidance counselor to rectify the situation. Parents were also made aware of any problems. Incentives and awards were offered by the project for good attendance, and project staff received training on how to deal with problem attendance rates.

Project ELITE posed one attendance objective:

- As a result of participating in the program, project student attendance will be significantly higher than that of mainstream students.

At Benjamin N. Cardozo High School, the attendance rate for project students was 93.6 percent; the rate for mainstream students was 87.5 percent. At John Bowne High School, the attendance rate for project students was 93.3 percent; the rate for mainstream students was 87.0 percent. At both sites, project student attendance was significantly higher ($p < .05$) than that of mainstream students.

The project met its attendance objective, as it did last year.

Placement in Gifted and Talented Programs

Project ELITE did not propose an objective in this area. Eight project students were placed in a program for the gifted and talented. In the previous year, no students were placed in such programs.

Enrollment in Post-Secondary Institutions

Project ELITE did not propose an objective in this area. With the exception of the student described in the case study cited below, the project did not indicate that any of the graduating students would be enrolling in post-secondary educational institutions. Last year, the project did not report that any students were planning on enrolling in college.

Mainstreaming

The project did not propose any objectives for mainstreaming. Of the 233 students in the project, one student at John Bowne High School (0.4 percent) was mainstreamed. Last year the project mainstreamed two students, both at Benjamin Cardozo High School.

CASE HISTORIES

Benjamin N. Cardozo High School

When M.L. entered Project ELITE last year, she had little confidence in her academic abilities; she thought she had little chance of getting into college. She was brought to the Project ELITE Multicultural Center with other project students and began to feel more comfortable. The following term, she volunteered for service at the center, and the staff asked her to help with clerical and translation tasks. She organized a group of student translators to help teachers and parents communicate at the parent conference on Open School Week. She wrote about her experiences for the Project ELITE newsletter. She translated letters to parents into Chinese, went to E.S.L. homerooms to announce meetings and provide other information to project students, and arranged for Korean- and Spanish-speakers to make these announcements also. She served as translator for a Saturday morning program for parents at the Queens High School Superintendent's Office.

During her second year in the project, M.L. initiated and chaired the International Interpreters Squad, ran meetings, and arranged for strong bilingual students to sit in classes to help students understand the lessons conducted in

English. She also participated in the series of workshops conducted by the high school coordinator from the New York State Employment Department. She attended a job and career seminar and participated in a videotaping in a mock interview, which the project planned to use in future classes.

M.L. took a mainstream senior English class to improve her English rapidly by researching and writing a senior thesis. At the end of her second year in Project ELITE, M.L. scored above the 50th percentile on the LAB. An outgoing, confident person, M.L. has been accepted by and plans to attend the college of her choice.

John Bowne High School

L.X. was an excellent student. She participated in many activities and was a member of Arista. She tutored other students, had an after-school job, and belonged to a community organization.

At the end of her last term, she had an emotional crisis and was threatening harm to herself. A close friend immediately went to a teacher who spoke L.X.'s native language and was a person whom L.X. trusted. The teacher contacted the guidance counselor, someone with whom L.X. had previously never had contact. The project site coordinator arranged a meeting with the teacher, a paraprofessional whose native language was the same as L.X.'s, and the guidance counselor. The family and the student responded well to their assistance and graduated in June 1993.

STAFF DEVELOPMENT OUTCOMES

The project proposed one objective for staff development:

- By the end of the second year of the project, 80 percent of project staff will participate in 80 percent of the teacher training conferences and workshops.

All project staff attended a variety of staff development activities throughout the year. These included faculty and departmental meetings; staff development for new teachers; multicultural seminars; SABE, NABE, and TESOL conferences; and workshops on E.S.L. and bilingual education. More than 80 percent of the staff attended more than 80 percent of the workshops and conferences.

The project met its staff development objective, as it had in the previous year.

CURRICULUM DEVELOPMENT OUTCOMES

Project ELITE did not pose any objectives for curriculum development. The project, however, did initiate some curriculum development activities in the designated subject areas. The resource teachers also reviewed E.S.L. and content area materials and gave feedback to the department chairperson. Additionally, the staff adapted stories for student use. At Benjamin N. Cardozo High School, an advanced E.S.L. mathematics course was created. Project staff also adapted a CALLA guide for social studies.

At John Bowne High School, project staff adapted a series of activities on career education, creating the proposed E.S.L.-based career education course.

As was the case last year, the project met its objective for the development of E.S.L.-based curriculum guides.

PARENTAL INVOLVEMENT OUTCOMES

The project proposed one objective for parental involvement:

- Parents of students who participate in the project will show an attendance rate at open school visitation equal to or greater than that of mainstream parents.

At John Bowne High School, the Open School Day/Evening participation rate for project parents was 28 percent in the fall (compared to a mainstream rate of 26 percent) and 30 percent in the spring (compared to a mainstream rate of 21 percent). At Benjamin N. Cardozo High School, the Open School Day/Evening participation rate for project parents was 32 percent in the fall (compared to a mainstream rate of 30 percent) and 28 percent in the spring (compared to a mainstream rate of 24 percent).

The project met its parental participation objective. Last year, the project failed to meet this objective at John Bowne High School in the fall; OREA had been unable to evaluate it at Benjamin N. Cardozo High School in the spring because of a lack of data.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project ELITE met all its objectives: E.S.L., the content areas, career orientation and counseling, dropout prevention, attendance, staff development, and parent involvement.

Participating students in Project ELITE showed academic progress. All participating students in grades nine through twelve were promoted to the next grade or graduated. The students showed increased proficiency in the English language and in all content areas.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rates of participating students were higher and the dropout rates was lower than those of the mainstream populations at the two participating sites. Students also showed an increase in their occupational aspirations.

MOST AND LEAST EFFECTIVE COMPONENTS

The academic and career components of the project were highly effective. Also effective was the atmosphere of community, an environment which supported the achievements of participating students.

The parent participation in E.S.L. classes at Benjamin N. Cardozo High School needed bolstering. At John Bowne High School, the project staff felt that services to participating students were impeded by the fact that they were scattered among 12 official classrooms.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Group together project students in a limited number of official classes in order to facilitate project-related communication.
- Stimulate parent attendance in the E.S.L. classes at Benjamin N. Cardozo High School.

APPENDIX A

Instructional Materials

E.S.L. at Benjamin N. Cardozo High School

Title	Author	Publisher	Date of Publication
Side by Side 1A,1B	Molinsky & Bliss	Prentice Hall	1983
Grammarworks	Pamela Breyer	Prentice Hall	1982
English for a Changing	C. Banks et. al.	Foresman & Co.	1977/84
Developing Reading Skills	Markstein & Hirasawa	Heinle & Heinle	1981
Cloze Passages, Strategies, & Applications	*	The Continental	1990
Cause and Effect	Patricia Ackert	Newbury House	1986
Side by Side 2A, 2B	Molinsky & Bliss	Prentice Hall	1983
Grammarworks 2, 3	Pamela Breyer	Prentice Hall	1982
America's Story 1, 2	Vivian Bernstein	Steck-Vaughn Co.	1990
Developing Reading Skills	Markstein & Hirasawa	Newbury House	1981
Expanding Reading Skills	Markstein & Hirasawa	Newbury House	1981
The Highwayman	Alfred Noyes	*	*
The Old Man and the Sea	Ernest Hemingway	Charles Scribner	1952
Pathway 3	Robinett, et al.	N.C.T.E.	1984
My Name is Aram	William Saroyan	Dell	1966
April Morning	*	*	*
Lilies of the Pond	*	*	*
The Human Comedy	William Saroyan	Dell	1966
Hiroshima	John Hersey	Random House	1989
Pathway 4	Robinett, et al.	N.C.T.E.	1984

* Information not provided.

APPENDIX A

Instructional Materials, cont'd.

E.S.L. at Benjamin N. Cardozo High School

Title	Author	Publisher	Date of Publication
Tales from World Epics	John Marcatante	Amsco	1990
Impact	Fannie Safier	Harcourt, Brace, Jovanovich	1986
Shane	Jack Schaefer	Amsco	1949
The Pearl	John Steinbeck	Bantam/ Viking-Penguin	1945
Of Mice and Men	John Steinbeck	Bantam/ Viking-Penguin	1937
New World of Ideas	Glenda Ritcher	Harcourt, Brace, Jovanovich	1970
Animal Farm	George Orwell	Harcourt, Brace, Jovanovich	1946
The Highwayman	Alfred Noyes	*	*
Johnny Tremain	*	*	*
30 Passages	*	*	*
Pathway 5	Robinett, Allen, Voeller	N.C.T.E.	1984
New World of Ideas	Glenda Ritcher	Harcourt, Brace, Jovanovich	1970
The Moon Is Down	John Steinbeck	Bantam/Viking-Penguin	1937

* Information not provided.

APPENDIX A

Instructional Materials, cont'd.

E.S.L. at John Bowne High School

Title	Author	Publisher	Date of Publication
Side by Side 1A-2B	Molinsky & Bliss	Prentice Hall	1983
Line by Line 1A-2A	Molinsky & Bliss	Prentice Hall	1983
In Contact 1, 2	*	*	*
Everyday English 1-4	Zaffran & Krulick	NTC	1991
Turning Points	*	*	*
English With a Smile 1	Krulick & Zaffran	NTC	1990
The Pizza Tastes Great	Pickett	Prentice Hall	1988
True Stories in the News	Heyer	Longman	1987
Skits in English	*	*	*
In Good Company	Drayton, Skidmore	Addison-Wesley	1985
Even More True Stories	*	*	*
Interactions 1	Segal & Pavlik	McGraw Hill	1990
Easy Reading Selections	Dixson	Prentice Hall	1983
Great American Stories	Draper	Prentice Hall	1986
30 Passages	*	*	*
Pathways to English	Allen, et al.	McGraw Hill	1984
The Basics of Writing	Wufson	Globe	1986
Writing Power	Graham & Young	Globe	1980
Reflections	Griffin & Dennis	Newbury House	1979
World Anthology	Potter & Goodman	Globe	1987

* Information not submitted.

APPENDIX A

Instructional Materials, cont'd.

E.S.L. at John Bowne High School

Title	Author	Publisher	Date of Publication
Achieving Competence in Reading and Writing	Christ	Amsco	1988
Grammar Composition for Everyday English	Goltoy	Globe	1987
Essays, Letters, Reports, Compositions	Panman	Active Learning Corp.	1990
Passage to E.S.L. Literacy	Longfield	Delta Systems	1981
Grammar in Action	Foley	Prentice Hall	1990
Picture Stories for Beginning Communication	Heyer	Prentice Hall	1989
Lifeskills	Defilippo	Addison Wesley	1991
In Charge 2	*	*	*
Speaking by Doing	*	*	*
Responding to Literature	*	*	*
Literature and Language	*	*	*
Writing Competency Practice	*	*	*
Preparing for the TOEFL	*	*	*
Real Life English	*	*	*
Teen Stories	*	*	*
Designs in Fiction	Scheld	Macmillan	1984
Of Mice and Men	Steinbeck	Bantam	1937
Raisin in the Sun	Hansberry	Signet	1958

* Information not submitted.

APPENDIX A

Instructional Materials, cont'd.

E.S.L. at John Bowne High School

Title	Author	Publisher	Date of Publication
The Outsider	Hinton	Laurel-Leaf	1967
Miracle Worker	Gibson	Bantam	1960
Our Town	Wilder	Harper & Row	1938
Vocabulary for High School Students	Levine	Amsco	1983
Cornerstone Anthology	Granowsky, et al.	Globe	1986
A Family is a Way of Living	Smiley, et al.	Macmillan	1966
20th Century American Stories	Maconochie	Collier Macmillan	1975
Lilies of the Field	Barrett	Warner	1962
Silas Marner	Eliot	Globe	1942
Jane Eyre	C. Bronte	Globe	1986

* Information not submitted.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
*	Preliminary Mathematics	Isidore and Dressler	Amsco	*
*	Pre-Algebra	Carler, Eatherly, and Johnston	South-Western	*
9-11	Integrated Mathematics I, II, III	Dressler & Keenan	Amsco	1980
9	Achieving Competence in Mathematics	Mandery & Schneider	Amsco	1987
12	Using Computers	Elgarten & Posamentier	Addison Wesley	1984
*	Precalculus	Cohen	West	*
*	Calculus	Anton	Wiley	*

APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Author	Publisher	Date of Publication
9	Agriscience	Cooper	Delmar	1990
9	Basic Agricultural Skills	N.Y.S. Teachers of Agriculture	Institutional Materials Svce.	1991
10	Working in Horticulture	Richardson & Moore	Glencoe	1991
11	Working in Plant Science	Bishop, et. al.	McGraw Hill	1978
12	America's Garden Book	Bush-Brown	Scribner	1965
12	Introductory Horticulture	Reiley & Shry	Delmar	1983
*	Biology: Living Systems	Oram, et al.		
*	Biology and Human Progress	Tanyer	*	*
*	Physical Science	Hivid	Prentice-Hall	*
*	Physics	Giancoli	*	*
*	Physics, Methods and	Taffl	*	*
*	Exploring the Universe	Maton	*	*
*	Dynamic Astronomy	Dixon	*	*
*	Earth Science	Namowitz	*	*
*	Introduction to Environmental Studies	Turb	*	*
*	Chemistry-The Study of Matter	*	Prentice Hall	1990

* Information not submitted.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9	World Geography & You	Bernstein	Steck-Vaugh	1991
10	World History & You I	Bernstein	Steck-Vaugh	1990
11	The United States: Its People & Leaders	Abramowitz	Globe	1975
11	In Search for America	Sandler	Ginn	1975
12	Exploring American Citizenship	O'Connor & Goldberg	Globe	1983

APPENDIX B

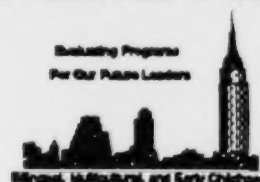
Class Schedules

John Bowne High School -- Ninth Grade

Day	Time	Subject
M - F	7:50-8:31	Social Studies
M - F	8:35-9:16	Science
M - F	9:20-10:01	E.S.L. (Bilingual/Spanish)
M - F	10:05-10:46	E.S.L. (Bilingual/Spanish)
M - F	10:50-11:31	E.S.L.
M - F	11:35-12:16	Lunch
M - F	12:20-1:01	Physical Education
M - F	1:05-1:46	Mathematics

Benjamin N. Cardozo High School -- Twelfth Grade

Day	Time	Subject
M - F	7:41-8:24	Mathematics
M - F	8:28-9:11	Physical Education
M - F	9:15-9:59	Social Studies
M - F	10:03-10:46	E.S.L.
M - F	10:50-11:33	Student Service
M - F	11:37-12:20	Science (Lab.)
M - F	12:24-1:07	Lunch
M - F	1:11-1:54	Science
M - F	1:58-2:41	English (mainstream)



STUDENT ATTITUDE QUESTIONNAIRE (Vocational Aspirations)

Program: **Project ELITE**

20
1 2

Date: _____

MONTH DAY
3 4 5 6

What grade are you in? _____

7 8

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. In Project ELITE, how much did you learn about jobs and careers?

I didn't
learn anything

1 2 3 4 5

I learned
a lot

9

2. Has Project ELITE made you think about trying a career that you weren't thinking about before?

No, it has not made
me think about a
different career

1 2 3 4 5

Yes, it has made me
think a lot about
a different career

10

3. Has participating in Project ELITE made you enthusiastic about the career you plan to enter?

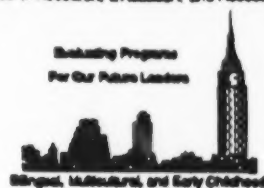
It hasn't made
me enthusiastic

1 2 3 4 5

It has made me
very enthusiastic

11

Thank you for completing this form.



STUDENT ATTITUDE QUESTIONNAIRE (Vocational Aspirations)

Program: **Project ELITE**

20
 12 13

Fecha: _____

MES DIA
 14 15 16 17

¿En qué grado está usted? _____

18 19

Instrucciones: Por favor, escriba el número que mejor representa su opinión en los recuadros a la derecha.

1. ¿Cuánto aprendió usted acerca de diferentes empleos y carreras en el Proyecto ELITE?

No aprendí
 nada

1 2 3 4 5

Aprendí
 mucho

20

2. ¿Cree usted que el Proyecto ELITE le ha hecho considerar una carrera en la cual no había pensado anteriormente?

No, no me ha hecho
 considerar
 carrera diferente

1 2 3 4 5

Sí, me ha hecho
 considerar seriamente
 una carrera diferente

21

3. ¿Piensa usted que el participar en el proyecto ELITE lo ha hecho más entusiasta acerca de la carrera que va a empezar?

No me ha
 entusiasmado

1 2 3 4 5

Me ha entusias-
 mado mucho

22

Muchas gracias por completar este cuestionario.